Assignment 4

Learning Objective: Determine the nature of the RP rating and the manner in which appropriate paygrades are determined for RP billets.

4-1. The paygrade required by authorized RP billets is determined in what manner?

1. In accordance with local command directives
2. By manpower officials in the office of the Chief of Chaplains
3. By the Head, Religious Program Specialist Branch, Office of the Chief of Chaplains
4. By manpower officials at the Naval Military Personnel Command (NMPC), and the Enlisted Personnel Management Center (EPMAC)

4-2. The RP rating is classified as what type of rating?

1. Supply Rating
2. Service Rating
3. General Rating
4. Professional Rating

Learning Objective: Acknowledge the importance of personnel management; develop the various phases of programs management.

4-3. Programs management involves how many specific phases?

1. Five
2. Six
3. Seven
4. Eight

4-4. Taking into consideration several possible courses of action is a step in what phase of programs management?

1. Planning
2. Organizing
3. Coordinating
4. Directing

4-5. Which of the following statement is true in regard to the planning phase of programs management?

1. Planning ends where organizing begins
2. Planning never ends
3. Results of planning can seldom, if ever, be tested
4. Both 2 and 3 above

4-6. Unity of command may be defined as

1. recognizing the individuality of personnel in viewing the goals and objectives
2. a check and balance system
3. oneness of purpose behind one leader
4. the delegation of authority

4-7. The span of control may be limited by supervisors unknowingly by which of the following actions?

1. Supervisors may be trying to control too much of the work
2. Supervisors may be trying to supervise too many people
3. Supervisors may be giving too much attention to various other official duties
4. Each of the above

4-8. Which of the following statements is true concerning authority and responsibility?

1. Only authority can be delegated
2. Only responsibility can be delegated
3. Both authority and responsibility can be delegated
4. Delegation of authority and responsibility to junior supervisors will help them develop

4-9. Coordination involves aligning resources with goals and objectives.

1. True
2. False

4-10. All the efforts (or lack of efforts) of the planning, organizing, and coordinating phases of programs management will become evident during what subsequent management phase?

1. Working
2. Testing
3. Directing
4. Controlling

4-11. Written instructions should be given to subordinates by the supervisor under all EXCEPT which of the following circumstances?

1. When personnel are newly assigned
2. When personnel are untrained
3. When directions must be followed explicitly
4. When the procedures are routine and well established

4-12. Controlling is the process of determining whether or not the actual operation of the Command Religious Program is proceeding toward objectives according to plan.

1. True
2. False

4-13. Controlling enables the supervisor to establish a system of checks to identify which of the following aspects?

1. Progress only
2. Deviations only
3. Progress and deviation only
4. Progress, deviations, and mistakes

4-14. All EXCEPT which of the following functions are involved in controlling?

1. Checking
2. Guiding
3. Eliminating
4. Limiting

4-15. Which of the following items would be an effective control device?

1. A work order
2. A chart
3. An inspection
4. Each of the above

4-16. Analysis of the information taken from a control device may indicate a deviation from the original program plan. Such deviation could be caused by all EXCEPT which of the following factors?

1. A faulty plan
2. An alternate plan
3. Lack of expected resources
4. Negligence by assigned personnel

4-17. Which of the following assumptions is true in regard to a "performance standard"?

1. It is the least effective control device
2. It is the best understood control device
3. It is the most misused control device
4. It is the least used control device

Learning Objective: Identify beneficial training opportunities available to senior RPs.

4-18. Which of the following training opportunities would be the most helpful to senior petty officers?

1. Navy Management School (NM)
2. Leadership and Management Education and Training (LMET)
3. Navy Personnel Management School (NPMS)
4. Petty Officer Indoctrination (POI)

4-19. Which of the following experiences is likely to exert the greatest influence on the managerial style of a petty officer?

1. "A" school training
2. "C" school training
3. Formal education
4. Examples set by authority figures earlier in life

Learning Objective: Stipulate the basic characteristics of the four styles of personnel managers.

4-20. Managers who are not punctual are showing signs of what style of personnel management?

1. LOW TASK/LOW PERSONNEL
2. LOW TASK/HIGH PERSONNEL
3. HIGH TASK/HIGH PERSONNEL
4. HIGH TASK/LOW PERSONNEL

4-21. LOW TASK/LOW PERSONNEL style managers may tend to use command authority to threaten subordinate who "step out of line".

1. True
2. False

4-22. Which of the following characteristics would indicate the LOW TASK/LOW PERSONNEL style of manager?

1. One who is considered to be a good listener
2. One who is not considered to be a good listener
3. One who is in the habit of listening closely to those in authority, but not to subordinates
4. One who is not in the habit of listening to those in authority, but listens only to subordinates

4-23. Which of the following statements reflects the LOW TASK/LOW PERSONNEL style of management in regard to teamwork?

1. "Seaman Jones, Give Seaman Rogers a hand with those reports."
2. "The RP staff has been tasked with the responsibility of the new project."
3. "Get it done, Petty Officer Smith. I don't care how, just don't bother me."
4. "The expansion project was a success because you people worked together."

4-24. All EXCEPT which of the following characteristics would be indicative of the person who has adopted the LOW TASK/LOW PERSONNEL style of management?

1. Lags behind in the proper management of the Command Religious Program
2. Is a strong supporter of team work
3. Attempts to shift the responsibility to others if desired results are not achieved
4. Ignores others who offer suggestions for improvement

4-25. The LOW TASK/HIGH PERSONNEL style manager may sometimes appear to take issue with the command while placing blame on assigned personnel.

1. True
2. False

4-26. Which of the following types of behavior would be displayed by the LOW TASK/HIGH PERSONNEL style manager?

1. Listens closely to a subordinate who is experiencing difficulty, but forgets a job assignment in the process
2. Is always confident when in the presence of someone in higher authority
3. Always shoulders responsibility for mission accomplishments or failures
4. Always protects assigned personnel, and always gets the job done

4-27. Subordinates of a LOW TASK/HIGH PERSONNEL manager would probably react in which of the following ways?

1. Feel unprotected
2. Become rebellious
3. Resent the manager
4. Seek the leadership image in someone else

4-28. Inefficiency on the part of a LOW TASK/HIGH PERSONNEL style manager would most likely bring about which of the following reactions on the part of subordinates?

1. Would similarly develop a lack of efficiency
2. Would try to cover up for the manager
3. Would work harder
4. Each of the above

4-29. All EXCEPT which of the following characteristics are indicative of the HIGH TASK/LOW PERSONNEL style manager?

1. Usually praises a "job well done" publicly
2. Accepts orders from those in authority without question
3. Is determined to get the job done regardless of personnel difficulties
4. Is often harsh and demanding toward subordinates, especially if there are signs of slack performance

4-30. During daily operation, if a subordinate makes a mistake, the HIGH TASK/LOW PERSONNEL style manager would be inclined to react in which of the following ways?

1. Allow the subordinate to grow through trial and error
2. Acknowledge that everyone makes mistakes and review procedures with the subordinate
3. Show dissatisfaction, reassign the subordinate, and personally perform the operation
4. Remain calm and insist that the subordinate correct the mistake

4-31. Subordinates may be reluctant to bring a personnel problem to the HIGH TASK/LOW PERSONNEL style manager because listening to subordinates is not important to this type of manager.

1. True
2. False

4-32. The HIGH TASK/LOW PERSONNEL style manager usually reflects which of the following characteristics/attitudes?

1. Promotes the true concept of teamwork
2. Feels that "I had to learn it the hard way, my subordinates can, too."
3. Is not a high achiever
4. Feels that a trained staff serves to make the supervisor's job easier

4-33. HIGH TASK/LOW PERSONNEL style managers are not normally high achievers.

1. True
2. False

4-34. By breaking assignments into component parts and studying each detail, the HIGH TASK/HIGH PERSONNEL manager can accomplish all EXCEPT which of the following goals?

1. Can do more of the work himself/herself
2. Can make operations run smoothly
3. Can make proper personnel assignments
4. Can deal with difficulties before they become real problems

4-35. Senior RPs can place themselves in an awkward and compromising position by which of the following actions?

1. Delegation of authority
2. Correcting a subordinate who is doing something wrong
3. Overt fraternization with subordinates
4. Each of the above

4-36. Fraternization by the leading RP with subordinate would meet likely result in the subordinates having greater respect for the authority of the leading RF.

1. True
2. False

4-37. Which of the following qualities of a manager would contribute the most to developing good rapport with subordinates?

1. Authority, discipline, and supervision
2. Control, fraternization and instruction
3. Respect, consideration and fairness
4. Firmness, discipline, and control

4-38. HIGH TASK/HIGH PERSONNEL style managers usually exhibit all EXCEPT which of the following characteristics?

1. Maintain control of subordinates
2. Never reprimand a subordinate
3. Are high achievers
4. Are fair and impartial to personnel

4-39. Deviations in managerial style occur throughout a Navy career, so managers are not normally expected to maintain consistency of style.

1. True
2. False

A. CHARACTERISTICS	B. TYPES OF MANAGERS
4-40. Is loyal to both the command and to subordinates	1. LOW TASK/LOW PERSONNEL
4-41. Is a good listener when a subordinate seeks advice	2. LOW TASK/HIGH PERSONNEL
4-42. Has the confidence and respect of subordinates	3. HIGH TASK/LOW PERSONNEL
	4. HIGH TASK/HIGH PERSONNEL
4-43. Is harsh and demand- ing of subordinates	
4-44. Shows a lack of concern for punctuality	
4-45. Delegates too much authority to subordinate	
4-46. Is critical and short- tempered	
4-47. Shows a lack of concern for his/her personal appearance	
4-48. Is vary careful of small details	

4-49. Effectively solving problems in different situations makes it necessary for the manager to employ which of the following abilities?

1. Respect
2. Control
3. Flexibility
4. Discipline

Learning Objective: Acknowledge the importance of the proper use of the chain of command.

4-50. When used properly, which of the follwing factors is the most effective leadership tool in existence in the Navy?

1. The chain of command
2. Discipline
3. Education
4. OJT

4-51. Commanders guide and communicate with subordinates by using the chain of command in reverse order.

1. True
2. False

Learning Objective: Establish the importance and purposes of the enlisted performance evaluation system.

4-52. What is the single most sigificant personnel management tool in the enlisted service record?

1. History of assignments
2. Record of emergency data
3. History of training and awards
4. Enlisted Performance Evaluation Report

4-53. Information included in the enlisted performance evaluation report is used to determine action to be taken on which of the following requests?

1. Reenlistment
2. Advancement eligibility
3. Continuation on active duty
4. Each of the above

4-54. Which of the following individuals could normally provide the most detailed report of the daily performance of military members?

1. Chaplain
2. LCPO/LPO
3. Commanding Officer
4. Division Officer

4-55. The periodic performance evaluation report is the sole method of advising service members of their performance.

1. True
2. False

4-56. The function of the special performance evaluation in to document which of the following professional standings?

1. Adverse performance only
2. Exceptional performance only
3. Adverse and exceptional performance
4. Advancement examination results

4-57. Documentation at the time performance highlights occur will serve all EXCEPT which of the following purposes?

1. Ensure that the performance evaluation report is fair
2. Ensure that factual information is included in the report
3. Ensure that the supervisor will not have to rely on memory at evaluation time
4. Ensure that a valuable counseling aid is available when personnel need performance or behavioral counseling

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Learning Objective: Identify procedure that should be followed when civilians are employed within the Command Religious Program.

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4-58. In cases where civilians are employed in the operation of the Command Religious Program, position descriptions are provided by which of the following officers/officials?

1. The office of the chaplain only
2. The commanding officer only
3. The consolidated civilian personnel office only
4. The office of the chaplain, commanding officer, and consolidated civilian personnel office

4-59. At large shore installations, civilians may be employed to serve in all EXCEPT which of the following roles?

1. Organist
2. Member of chapel council
3. Lay minister
4. Director of religious education programs

4-60. All EXCEPT which of the following factors would exert tremendous influence in developing smooth and harmonious working relationships in the office of the chaplain?

1. Working conditions
2. Attitudes of assigned personnel
3. Training of assigned personnel
4. Total number of assigned personnel